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ABSTRACT

The first edition of this book in 1987 examined how teachers teach and how learners learn in the context of reading and writing workshops for middle school students. This revised edition still stresses the workshop approach to writing and English instruction, but it calls for a more activist approach by the teacher, encouraging more direction and suggestions to help students with their writing. More than 70% of the material is new, with 6 new chapters on genres, evaluation, and the teacher as writer. There are minilessons and scripts and examples for teaching them, with expectations and rules for writing and reading workshops. Ideas are presented for teaching writing conventions, and suggestions are made for record keeping and the assessment of individual student skills. The following chapters are included: (1) "Learning How To Teach Writing"; (2) "Learning How To Teach Reading"; (3) "Making the Best of Adolescence"; (4) "Getting Ready"; (5) "Getting Started"; (6) "Minilessons"; (7) "Responding to Writers and Writing"; (8) "Responding to Readers and Reading"; (9) "Valuing and Evaluating"; (10) "Taking Off the Top of My Head"; (11) "Call Home the Child: Memoir"; (12) "Hanging with Big Sis: Fiction"; (13) "Finding Poetry Everywhere"; and (14) "Taking Care of Business." Seventeen appendixes present sample teaching and evaluation materials and collections of poetry and literature for adolescents. (Contains 21 figures and 87 references.) (SLD)

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